DOCUMENT RESUME

ED 229 494 UD 022 781

AUTHOR	Keyes, Jose Luis; And Others
TITLE	Evander Childs High School. Career Exploration Opportunities for Bilingual Students, 1981-1982. O.E.E. Evaluation Report.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE	Feb 83
NOTE	96p.; Some appendices may not reproduce well.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Achievement Gains; *Bilingual Education Programs; *Career Exploration; English (Second Language); High Schools; Hispanic Americans; *Limited English Speaking; Mathematics Instruction; *Program Effectiveness; Program Implementation; Science Instruction; Social Studies; *Spanish Speaking
IDENTIFIERS	Elementary Secondary Education Act Title VII; New York City Board of Education

ABSTRACT

The Career Exploration Opportunities for Bilingual Students (C.E.O.B.S.) program at Evander Childs High School in the Bronx, New York City, served 100 ninth and tenth grade Spanish speaking students of limited English proficiency during 1981-82. The project provided instruction in English as a second language and Spanish language skills; bilingual instruction in science, mathematics, and social studies; and career education lessons integrated into all major curriculum areas. This report describes the objectives; student participants; organization; instructional, non-instructional, and career exploration components; and evaluation of the program. Evaluation results indicate that: (1) the program is meeting its objectives; (2) participants demonstrated significant gains in English reading skills, and Spanish reading skills; (3) program participants showed a higher passing rate in biology, history, and mathematics than a comparison group of nonparticipants; and (4) participants had a higher attendance rate than students in the school as a whole. Recommendations for planning future programs are presented. Some documents and materials used in implementing the program are presented in the appendices. (MJL)

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ED229494

O.E.E. Evaluation Report

February, 1983

EVANDER CHILDS HIGH SCHOOL

CAREER EXPLORATION

OPPORTUNITIES FOR BILINGUAL STUDENTS

1981-1982

Principal:
Mr. John McCann

Project Director:
Dr. Vincent Saetta

UD 022 781

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ACKNOWLEDGEMENTS

The production of this report, as of all O.E.E. Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. Dennis Joyce has spent many hours creating, correcting, and maintaining data files. In addition, he has trained and helped others in numerous ways. Joseph Rivera has spent many hours producing, correcting, duplicating, and disseminating reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

A SUMMARY OF THE EVALUATION
OF THE CAREER EXPLORATION OPPORTUNITIES
FOR BILINGUAL STUDENTS
EVANDER CHILDS HIGH SCHOOL
1981-1982

This program, in its second and final year of funding, provided instruction in E.S.L., Spanish-language skills, and bilingual instruction in science, mathematics, and social studies to approximately 100 students of limited English proficiency in grades nine and ten. A career education component was integrated into all major curriculum areas. All 100 students who participated fully in the program were Hispanic and spoke Spanish at home. Eighty-five percent of the students were foreign-born, almost half of these in Puerto Rico. Thirty-six Hispanic and 23 non-Hispanic LEP students received E.S.L. classes and supportive services from the program while they were enrolled in mainstream content-area courses. Students varied in English-language proficiency, ability in their native language, and overall academic preparedness.

The program was based on a transitional philosophy. One of its major goals was to provide students, through one year of bilingual instruction, with the academic and linguistic skills necessary for full mainstreaming. In addition, the career education component was geared to assist students in making post-high school plans.

Title VII funds supported curriculum development and supportive services staff while administrative and supportive staff were funded by tax-levy. Seven tax-levy teachers provided bilingual instruction on a part-time basis; E.S.L. was offered by one teacher and one paraprofessional paid by Title I funds. P.S.E.N. provided funding for two reading teachers. Curriculum development focused on the production of career exploration materials. In addition to preparing 120 career exploration infusion lessons, the project translated career development and content-area materials into Spanish. The program also developed a resource center for both teachers and students. Supportive services for program students consisted of individual and group guidance sessions conducted by a bilingual career specialist, telephone and mail contact with families, and referrals to outside agencies. Development activities for staff members included monthly staff meetings, and a series of training workshops and special meetings for planning and program articulation. Parents of program students were involved in a Parental Advisory Committee as well as school-wide and program activities.

Students were assessed in English-language development (Criterion Referenced English Syntax Test and a staff-developed test); growth in their mastery of Spanish, social studies, science, and mathematics (teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement indicated that:

--An average of approximately one CREST objective per month was mastered by students who were tested on CREST Levels I and II. The rate of mastery for students who were tested on CREST Level III was approximately one-half CREST objective per month.

--On a staff-developed test of English-reading skills, students in general showed gains which were statistically significant and of low educational significance.

--In native-language reading ability, students in general showed gains on a staff-developed test of Spanish reading skills which were statistically significant and of low educational significance.

--The overall passing rates for program students did not significantly differ from the passing rate of a randomly selected comparison group in the areas of mathematics, science, and social studies during the fall. However, a highly significant difference between the overall passing rates of these two groups was observed in the spring.

--The attendance rate of program students was significantly higher than the school-wide attendance rate for both the fall and spring semesters.

The following recommendations focused on providing continuity for the present program population after the program's end as well as to facilitate the evaluation of services to bilingual students in the future:

--Encouraging teachers to serve as effective linguistic models in both Spanish and English to reinforce students' skills;

--Attempting to assign staff members to classes within their area of specialization or licence and encouraging staff teaching out-of-licence to develop their professional skills in those areas by participating in college courses or other appropriate training;

--Continuing to emphasize Hispanic culture and the specific problems of Hispanic bilingual students in staff development activities;

--Stating instructional and non-instructional objectives in measurable terms and setting appropriate criteria to determine if these objectives have been attained;

--Encouraging the use of standardized tests to assess student achievement as well as attempting to improve the number of students tested with these instruments;

--Attempting to assure that student data are reported accurately.

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EVANDER CHILDS HIGH SCHOOL
CAREER EXPLORATION OPPORTUNITIES FOR BILINGUAL STUDENTS

Location:	800 East Gun Hill Road Bronx, New York 10467
Year of Operation:	1981-1982, second and final year of funding
Target Language:	Spanish
Number of Students:	100
Principal:	Mr. John McCann
Project Director:	Dr. Vincent Saetta

I. OVERVIEW

The Career Exploration Opportunities for Bilingual Students (C.E.O.B.S.) project is designed to serve 100 ninth- and tenth-grade students of limited English proficiency (LEP) at Evander Childs High School. The project provides instruction in English as a second language (E.S.L.) and Spanish-language skills, as well as bilingual instruction in science, mathematics, and social studies. In addition, a career education component develops specially designed career education lessons which are integrated into all major curriculum areas. Career and employment information is also provided to project students through lectures by guest speakers and visits to various job sites throughout the city.

The present project is the result of the school's concern over many years with the specific needs of LEP students. E.S.L. classes were initiated for 35 students in 1976 by the present project director as a result of his own observations of students' needs. In 1978, some content-

area courses were taught in Spanish. Finally, in 1980, a full bilingual program and the present C.E.O.B.S. project were instituted.

Instructional offerings are supported by tax-levy, Title I, and P.S.E.N. funds. The Title VII funds have helped in developing the comprehensive career education program by supporting the positions of a career specialist and an educational assistant, as well as the system of supportive services for program students. Prior to 1980, planning and advisement in career education, job opportunities, and college programs were only available to English-speaking students.

ATTENDANCE AREA

The school is located in the northeast section of the Bronx. The area is residential, consisting mainly of one- and two-family privately-owned houses and a few high-rise apartment buildings. There are also several family-owned stores, banks, and loft-type factories in the community. Formerly an Irish, Jewish, and Italian neighborhood, the area's ethnic composition is now 69 percent black and 30 percent Hispanic, with small numbers of Cambodians, Haitians, Jamaicans, and Vietnamese. These latter groups are the result of the immigration movements occurring during the last twelve years.

The attendance area also contains many other resources which are available to students, such as colleges, technical schools, apprenticeship programs, employment agencies, adequate (although crowded) health and recreational facilities, and good transportation. Although high rentals and limited opportunities for employment characterize the area, drug and alcohol

abuse and crime do not seem to be major problems. There is, however, a high mobility rate. The school administration attributes the 35 percent yearly turnover of students to a high degree of instability in the structure and employment situations of the families in the neighborhood. It may, however, also be related to relocation for better employment and housing opportunities in other parts of the city.

II. STUDENT CHARACTERISTICS

ETHNIC COMPOSITION

Evander Childs High School receives the largest portion of its students from five feeder schools: Intermediate Schools 80, 142, and 144, and Junior High Schools 113 and 135. The ethnic composition of the attendance area is reflected in the student body. An ethnic survey conducted by the school in October 1981 revealed that of the 3,737 students enrolled at that time, 2,529 (67.7 percent) were black, 1,071 (28.6 percent) were Hispanic, 87 (2.4 percent) were white, and 50 (1.3 percent) were Asian. Fifty-two percent were female and 48 percent were male. The diversity in the home languages of the student population is illustrated in the figures obtained in the spring of 1982 presented in Table 1, below.

TABLE 1

Home Language of Students in the School as a Whole (Other than English)

Language	Number of Students	Number LEP
Chinese	6	1
Greek	2	0
Haitian/ Creole	86	7
Italian	4	2
Korean	1	1
Vietnamese	2	2
Arabic	1	0
French	6	0
Persian	1	0
Urdu	1	1
Cambodian	9	9
Spanish[a]	136	136

[a]Only 136 students were reported by the project director as speaking Spanish at home.

One hundred students participate fully in the Title VII project. Thirty-six Hispanic and 23 non-Hispanic LEP students are enrolled in mainstream content-area courses and receive partial services from the program (E.S.L. and supportive services).

All students who participate fully are Hispanic and their home language is Spanish. The majority was born outside the United States; only 15 percent are U.S.-born. Table 2 presents the number and percentage of students by country of birth.

There are more female than male students in the program. Table 3 presents the distribution of students by sex and grade. As indicated in Table 2, most program students are immigrants to this country. Their educational histories are very varied. Many have suffered interrupted schooling; some may have received fewer years of schooling than expected for their age due to lack of opportunities. Table 4 presents the number of students by age and grade as of the end of the school year, and the number and percent of overage students for their grade.

TABLE 2

Number and Percentages of Program Students

by Country of Birth

Country of Birth	Number and Percent
Puerto Rico	45
Dominican Republic	25
United States	15
Cuba	4
Peru	4
Ecuador	3
Panama	2
Colombia	1
Guatemala	1
TOTAL	100

.The highest percentage of students, 45 percent, was born in Puerto Rico. The next highest, 25 percent, was born in the Dominican Republic.

.All students are Hispanic and their home language is Spanish.

.Only 15 percent of the students are United States-born.

TABLE 3

Number and Percentages of Students by Sex and Grade

Grade	Male N	Percent of Grade	Female N	Percent of Grade	Total N	Column Total: Percent of All Students
9	16	42	22	58	38	34
10	25	45	30	55	55	49
11	2	13	13	87	15	13
12	1	25	3	75	4	4
TOTAL	44	39	68	61	112[a]	100

[a]Total number of students reported includes students who are speakers of languages other than Spanish and receive partial services from the program.

- Sixty-one percent of the students are female.
- The majority of students are female at each grade.
- Most students are in grade 10 followed by grade 9. The number of students decreases significantly in grades 11 and 12.

TABLE 4

Number of Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	6	3			9
15	13	14			27
16	13	22	9	1	45
17	5	11	4		20
18	1	3		1	5
19	2	1	1	1	5
20				1	1
Total	40	54	14	4	112[a]

[a]Total number reported includes students who are speakers of languages other than Spanish and receive partial services from the program.

Overage Students					
Number	21	15	1	2	39
Percent	53	28	7	50	35

Note. Shaded boxes indicate expected age range.

.Thirty-five percent of the students are overage for their grade. The highest percent of overage students is in grade 9.

.Most students are 16 years of age. Most of these are in grade 10.

.Although the proportion of overage students in grade 12 is very high, the number of students is very low. Low student number in the upper grades is a result of mainstreaming in the lower grades.

LANGUAGE PROFICIENCY

The native-language proficiency of program students can be described as functional without a high degree of sophistication. None of the students tested with the Spanish version of the Language Assessment Battery (LAB) scored below the twenty-first percentile in native-language proficiency. Students tend to speak informally and use many colloquialisms. They experience the greatest difficulty in writing, specifically with punctuation and grammar. Despite these problems, however, about 80 percent of the students score a passing grade in native language course work.

Proficiency in English presents a different picture. Classwork performance evidences difficulties in all areas of the language. Some characteristic problems are pronunciation and diction in speaking, inconsistencies between symbol and sound relationships in reading, and grammar and syntax in writing.

Use of English in everyday communication ranges from frequent to none. Students more proficient in Spanish use it in and out of school. Those with greater proficiency in English use that language to communicate both in school and in the community. Both groups, however, use Spanish when speaking with parents and other adult relatives.

STUDENT ATTITUDES

According to program staff, students tend to be cooperative with teachers and present no serious discipline problems. They show a desire to learn and have mature attitudes toward work and family responsibilities. About 25 percent of the students act as peer tutors and show

a genuine interest in helping others. About five percent exhibit strong leadership characteristics and have become involved in instructional planning and in the teaching process.

III. PROGRAM DESCRIPTION

PHILOSOPHY AND OBJECTIVES

The C.E.O.B.S. project is based on a transitional philosophy. Its purpose is to provide students, through a year of bilingual instruction, with sufficient academic and linguistic skills to enable them to function successfully in the mainstream curricula. In addition, program students are exposed to a series of career educational experiences to assist them in making post-high school plans.

The program proposed "long range" objectives for 1981-82, its second year of operation, in the areas of instruction and curriculum and staff development. The instructional objectives have been revised since they were not stated in measurable terms. This revision was prompted by an interchange between the program director and the Office of Educational Evaluation in order to clarify the interpretability of program objectives.

Revised Instructional Objectives

1. Program students will demonstrate a meaningful improvement in their mastery of English syntax. This improvement will be assessed by examining gain scores on the Criterion Referenced English Syntax Test, CREST Levels 1, 2, and 3 within both the fall and spring semesters. Students are expected to master at least one CREST objective per month within each semester.

2. Program students will demonstrate a significant improvement ($p<.05$) in their English language reading ability. This improvement will be assessed by examining the difference between pre-test/post-test scores on a staff developed test of English reading ability administered in both the fall and spring semesters.

3. Program students will demonstrate a significant improvement ($p < .05$) in their Spanish language reading ability. This improvement will be assessed by examining the difference between pre-test/post-test scores on a staff-developed test of Spanish reading ability administered in both the fall and spring semesters.

4. A significantly greater proportion ($p < .05$) of program students will earn passing grades in biology during the fall and spring semesters compared to a randomly selected group of mainstream students.

5. A significantly greater proportion ($p < .05$) of program students will earn passing grades in social studies (American government) during the fall and spring semesters compared to a randomly selected group of mainstream students.

6. A significantly greater proportion ($p < .05$) of program students will earn passing grades in mathematics during the fall and spring semesters compared to a randomly selected group of mainstream students.

7. The attendance rate of program students will be significantly higher than the school-wide attendance rate.

Curriculum Development Objectives

1. As a result of teacher trainer/curriculum specialist participation in the career education curriculum development component of the program, career education curriculum will increase by 45 percent as measured by pre- and post-testing procedures.

2. As a result of teacher trainer/curriculum specialist participation in the content-area component of the curriculum development component of the program, content-area curriculum will increase by 45 percent as measured by pre-and-post testing procedures.

3. As a result of teacher trainer/curriculum specialist, and project director participation in the Career Opportunities Resource Center component of the program, the Career Education Resource Center will accumulate 45 percent of the necessary curriculum materials during the second year.

Teacher Training Program Objectives

1. As a result of teacher trainer/curriculum specialist, and project director participation in the development of a teacher training center component of the program, 100 percent of the workshop meetings will have specific career education and curriculum development plans outlined for approval or modification by the participants in the second year as in the first year.

2. As a result of teacher trainer/curriculum specialist, and project director participation in the Career Opportunities Resource Center component of the program, the 75 percent of the participants will attend more than 75 percent of the workshop meetings scheduled for them in the second year as in the first year.

In an interview with the evaluator, the principal stated that the project is an integral part of the school. It receives all the support that the school's resources will allow. He also stated that the involvement of the project personnel in the school's activities has generated a high degree of acceptance by the rest of the faculty. The principal rated the project's performance as excellent in the following areas: identification of the students in need of bilingual services; grouping bilingual program students; sensitivity to the students' needs; and meeting those needs. The project director and the career specialist have met with the mainstream staff and the administration in order to make them aware of the needs of the bilingual students. They also emphasized the value of the project and how it was integrated within the school's structure.

PROJECT LOCATION

Three offices have been allocated to the project and are located on the first floor of the high school building. The first office is used as a reception area and as the resource center. The second office, shared by the bilingual career specialist and the educational assistants, is used

for curriculum development and for storing curriculum and clerical materials. The project director utilizes the third office for administrative purposes. The project has also been assigned two spacious classrooms and uses them for most of the career education lessons, for cultural affairs, and for parent-teacher meetings.

ORGANIZATION, STRUCTURE, AND FUNDING

The C.E.O.B.S. project consists of two major components: bilingual academic instruction and career education activities. The bilingual academic component provides the students with bilingual instruction in tenth-grade mathematics, science, and social studies, as well as instruction in E.S.L. and Spanish language arts. Other courses required for graduation are taken in the mainstream.

The bilingual component incorporates instructional resources from the departments of mathematics, social studies, science, English, and Spanish, and is therefore not a separate department within the school. Program teachers are dispersed throughout the school's various departments. The project is responsible for the development of bilingual courses of study, lesson plans, the selection and purchase of materials and textbooks, teacher-training activities, and the purchase of audio-visual materials.

The career exploration component provides the students with a range of activities and information on career opportunities by:

1) identifying the students' career interests;

2) identifying the students' career aptitudes;

3) exposing the students to job and career information and activities through meetings with guest speakers from industry, public and private employment, and college orientation personnel;

4) providing career education lessons as additions to the regular content-area curricula (provided twice a month per class).

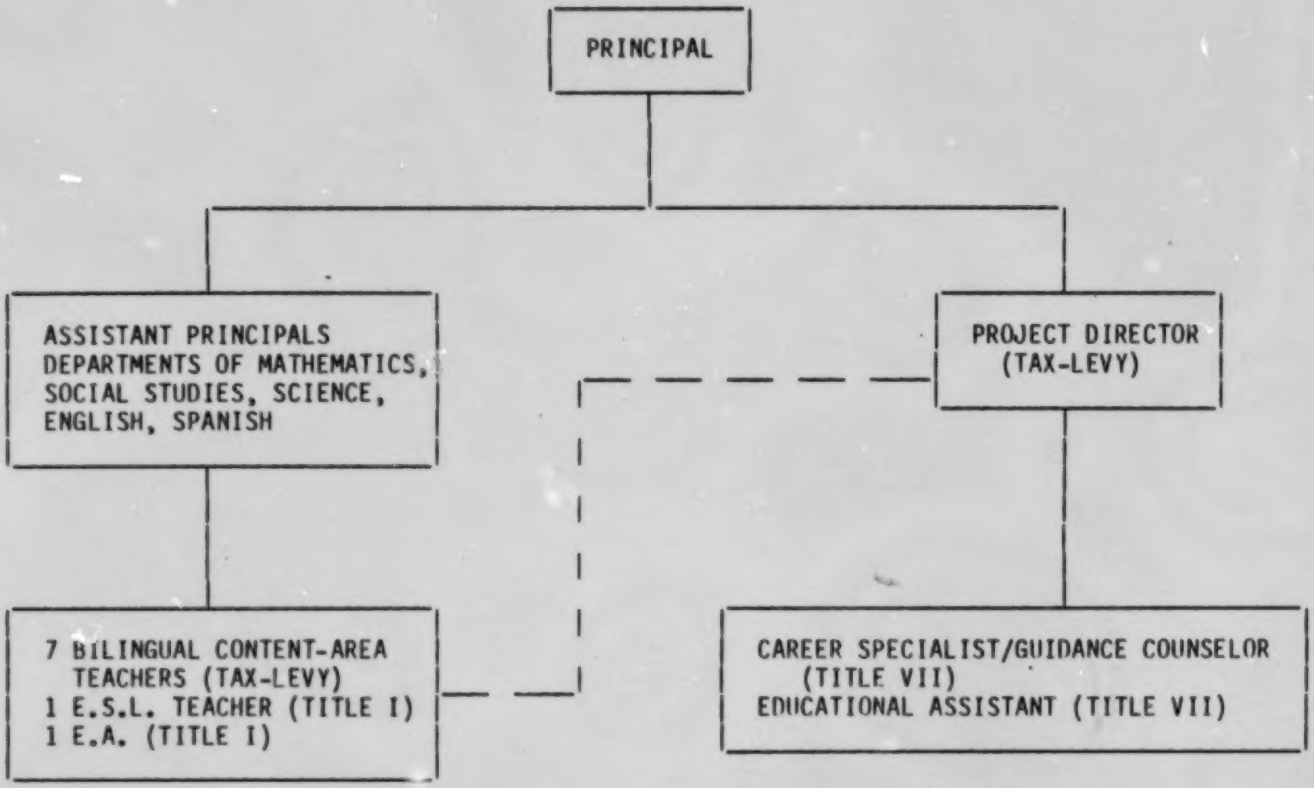
The C.E.O.B.S. Title VII staff consists of a project director, a career specialist/guidance counselor, and one educational assistant. Seven tax-levy teachers provide bilingual instruction on a part-time basis, while E.S.L. is offered by a teacher and paraprofessional paid by Title I. Figure 1 presents the organization of the career exploration component and the funding sources of the staff serving the bilingual program students. Tables 5 and 6 give a more detailed presentation of the funding sources of the instructional and non-instructional components of the program.

STAFF CHARACTERISTICS

The characteristics of the professional and paraprofessional staffs serving the bilingual program students are presented in Table 7. The six teachers assigned to the areas of E.S.L., social studies, and native language arts are all teaching in the subject areas for which they were licensed. Although the project director is only licensed to teach regular high school English classes, he also conducts some classes in E.S.L. and native language arts. The two teachers assigned to the math and science courses are both teaching out-of-license.

FIGURE 1

Organization of the Title VII C.E.O.B.S. Program



Note. Supervision of the teachers serving the program students is the joint responsibility of the assistant principals and the project director.

TABLE 5

Funding of the Instructional Component

Subject Area	Funding Source	# of Teachers	# of Classes	# of Paras
E.S.L.	Title I	1	5	1
Reading (English)	P.S.E.N.	2	1,2	0
Native Language (Spanish)	Tax Levy	3	1 each	0
Math	Tax Levy	1	3	0
Social Studies	Tax Levy	2	1,2	0
Science	Tax Levy	1	3	0

TABLE 6

Funding of the Non-Instructional Component

Area	Funding Source	Personnel
Administration & Supervision	Tax Levy .4	Project Director/ Bilingual Program Coordinator
Curriculum Development	Title VII	Bilingual Career Specialist/ Bilingual Guidance Counselor
Supportive Services	Title VII	Bilingual Educational Assistant
Staff Development		
Parental & Community Involvement		

TABLE 7

Staff Characteristics: Professional and Paraprofessional Staffs

Function(s)	% Time Spent in Function	Date Hired	Education	Certification & License	Years of Monolingual Experience	Years of Bilingual Experience	Years of Experience (ESL)
Project Director & Bilingual Prog. Coord.	0.4	9/80 9/79	Professional Diploma, Admin. Ph.D. Mat. System	NYS Administration and Supervision	16 HS	4 HS	
English Teacher Spanish Teacher	0.4 0.2	9/78 9/82	B.A. English M.A. English	NYC English HS NYS	16 HS	4 HS	4 HS
Bilingual Career Sp. Bilingual Guid. Couns	1.0	9/80 9/78	B.A. History M.A. Social Studies M.A Guidance	NYC Social Studies NYS French- HS NYC Bilingual Guidance	19 HS	19 HS	
E.S.L. Teacher	1.0	9/77	B.A. French M.A. E.S.L.	NYC French HS NYC E.S.L. HS	5 HS	5 HS	5 HS
Biology Teacher, Bilingual	0.6	9/79	B.A. Biology M.A. Biology	NYC Science JHS NYC Science HS	21 HS	3 HS	
Mathematics Teacher, Bilingual	0.6	2/81	B.A. Spanish M.A. E.S.L.	NYC Bilingual Education NYS Spanish HS	1 1/2 HS	1 1/2 HS	
Social Studies Teacher Bilingual	0.4	9/79	B.A. History M.A. Intl. Relation	NYC Social Studies HS NYS	23 HS	3 HS	2 HS
Social Studies Teacher Bilingual	0.2	9/79	B.A. History M.A. Intl. Relation	NYC Social Studies HS NYS Bilingual Elementary Ed. Social Studies JHS	16 HS	7 HS	5 HS
Spanish Teacher Bilingual	0.2	[illegible]	B.A. Spanish B.A. English M.A. Ed. Sup. Ad.	NYC Spanish HS NYC E.S.L. HS NYS	18 HS	14 HS	10 HS
Spanish Teacher Bilingual	0.2	9/81	B.A. Spanish M.A. Spanish	NYC Spanish HS NYS	16 HS	16 HS	
English Teacher Bilingual	0.2	9/81	B.A. French M.A. E.S.L. Ph.D. Linguistics	NYC French HS. NYC E.S.L. HS.	13 HS	13 HS	3 HS
Title VII Education Assistant, Bilingual	1.0	9/80		UFT Educational Assistant	10 HS	10 HS	2 HS
Title I Education Assistant, Bilingual	1.0	9/79		UFT Educational Assistant	6 HS	6 HS	3 HS

IV. INSTRUCTIONAL COMPONENT

ENTRY CRITERIA

All ninth- and tenth-grade Hispanic surnamed students are tested for English proficiency with the Language Assessment Battery (LAB) and for proficiency in the native language with the Spanish LAB and La Prueba de Lectura. Students who fall below the twenty-first percentile in English and score a higher percentile in Spanish are eligible for the project. Parents of eligible students are sent information about the program, invited to meet with program staff, and to give consent for their child's participation.

On September 3 and 4, 1981, a Language Assessment and School Orientation Program was held to test possible candidates and acquaint their parents with all aspects of the project. Over the two-day period, 131 parents and students attended the program.

PROGRAMMING

On the basis of LAB scores, students are classified as either "Spanish-dominant" or "English-dominant" and are programmed accordingly. (Students whose English LAB scores fall at or below the tenth percentile are considered "Spanish-dominant," while those who score between the eleventh and twentieth percentiles are classifed as "English-dominant.") In "English-dominant" (Group B) program classes, English is used for instruction about 80 percent of the time; Spanish is used about 20 percent of the time. All tests and textbooks used in these classes are in English. Program classes with "Spanish-dominant" students (Group A) use Spanish approximately 80 percent of the time and English about 20 percent of

the time. All tests and textbooks in these classes are in Spanish. If a group of students within these classes advances in English proficiency more than the rest, it is separated and allowed to progress at its own pace within the class.

The C.E.O.B.S. project curricula are comparable with the "academic/regular" instructional level in the mainstream and have been prepared for only the tenth-grade level, since the majority of qualifying students are in that grade. If space is available, ninth graders needing the program's services are recruited into the program and work on the tenth-grade level. After completing the tenth grade, these students are enrolled in a program combining ninth- and eleventh-grade subjects. The project director has stated that such a grade jump does not jeopardize the student's learning since the ninth and tenth grades do not contain sequential material. Fifteen ninth-grade students are enrolled in the program during 1981-1982.

MAINSTREAMING

Although project students are supposed to be automatically mainstreamed when they complete the tenth grade, they continue to be enrolled in E.S.L. classes until the sequence is completed. The project assumes that the students will be ready to enter eleventh-grade mainstream subject-area classes after one year. In reality, students are re-tested with the LAB at the end of the tenth grade. Those scoring above the twenty-first percentile are mainstreamed. Those falling below may: request to be mainstreamed in the eleventh grade; re-take any courses they have failed in the bilingual program, while taking the rest of their courses

in the mainstream; or, request transfer to a high school with a bilingual program for eleventh-grade students. (See Table 8 for the number of students leaving the program, including mainstreaming.) Parental consent is always sought before a student is placed in mainstream classes.

FOLLOW-UP

Because of the rapport established during their time in the program, many mainstreamed students continue to seek supportive and guidance services from the program staff. Students in need of reading or math assistance are often re-programmed for Title I or P.S.E.N. services. Students with special talents and aptitudes are placed in the college-bound or creative arts programs. Because many of these students wish to transfer to the guidance services of the new program, or to the mainstream counselor, lines of communication between the project's guidance counselor and the guidance department of the school have been established to provide information on the student's background and abilities.

COURSE OFFERINGS

E.S.L.

Classes in English as a second language are heterogeneous in grade level; they contain students from the ninth through the eleventh grades. Eleventh-grade students who have been mainstreamed continue the E.S.L. sequence until completed. Table 9 presents the E.S.L. offerings during the fall and spring.

TABLE 8

Number of Students Leaving the Program

During the 1981-1982 School Year

Reason For Leaving	Grade 9	Grade 10	Grade 11	Grade 12	Total
Fully mainstreamed	20	35	13		68
Discharged/ transferred to altern. program	1		1		2
Graduated				2	2
Truant	1	2	1		4
Total	22	37	15	2	76[a]

[a]Number of students leaving includes non-Spanish speaking LEP students who received partial services from the program.

.Most students who leave the program are fully mainstreamed. Most students mainstreamed are in grades 9 and 10.

TABLE 9

Instruction in English as a Second Language

and English Reading[a] (Fall and Spring)

Fall Courses[b]	Number of Classes	Average Class Reg.	Description	Curriculum or Material in Use
ES 11	2 (A)	25	Beginning Level	Board of Education E.S.L. Course
ES 12	2 (1A,1B)	25	Intermediate Level	Board of Education E.S.L. Course
ES 13	1 (B)	28	Advanced Level	Board of Education E.S.L. Course
Spring[c]				
ES 21	2 (A)	25	Beginning Level	Board of Education E.S.L. Course
ES 22	2 (1A,1B)	25	Intermediate Level	Board of Education E.S.L. Course
ES 23	1 (B)	28	Advanced Level	Board of Education E.S.L. Course

[a]All classes meet for five periods each week.

[b]An audio-lingual approach is used in these courses.

[c]Reading, writing, grammar, and usage are emphasized in these courses.

Native Language Arts

Offerings in native language arts include enrichment activities as well as emphasizing basic skills. In addition to using a standard Board of Education text, course books include those used in mainstream tenth-grade Spanish classes. Native language arts offerings in fall and spring are presented in Table 10.

TABLE 10

Instruction in the Native Language[a] (Fall and Spring)

Fall Courses	Number of Classes	Average Class Reg.	Description	Curriculum or Material in Use
LS 16	1 (A)	33	NLA Title I LEP Program	Board of Education Publication
LS 36	2 (B)	34	NLA Title I LEP Program	Board of Education Publication
Spring				
LS 26	1 (A)	33	NLA Title I LEP Program	Board of Education Publication
LS 46	1 (B)	34	NLA Title I LEP Program	Board of Education Publication

[a]All classes meet for five periods each week.

Classroom Observation

The evaluator visited a native-language skills class for thirty "English-dominant" program students (Group B), taught by the project director. The students did workbook exercises (Spanish Workbook II, by Robert J. Nassi and Bernard Bernstein, published by Ansco School Publications, 1969) individually while the teacher moved around the room checking the students' work. Individual students were then sent to the blackboard to write the completed exercises. The material was then discussed and corrected by the entire class. The students spoke in Spanish 100 percent of the time among themselves and about 25 percent of the time when addressing the teacher. The teacher used Spanish 100 percent of the time for pedagogical reasons and English 100 percent of the time when speaking with the students.

Content-Area Courses

Bilingual instruction is offered in both the fall and spring in mathematics, science, and social studies. Table 11 presents these offerings, as well as the number of classes offered each semester, the average register, and language use. All classes are held for five forty-minute periods a week, and all carry graduation credit. As previously indicated, the curricula and materials correspond to those in mainstream courses.

Mainstream Classes

Bilingual program students receive instruction in art and music with the mainstream population. Students may substitute these required courses with health or physical education classes, which are also required for graduation.

Native Culture

The project has no separate content-area courses which deal with the native cultures of the students. Instead, native culture is integrated in the curricula of the various bilingual courses. For example, social studies courses highlight the role of Latin America and the Caribbean world in the history of the Americas. Cultural references are interjected into the science curriculum including life systems, the human body, and sexual reproduction.

The mainstream curricula attempts to sensitize non-Hispanic students to Hispanic culture. Mainstream social studies courses contain units on the history and political systems of Latin America and specifically the role of Puerto Rico in American history.

TABLE 11

Bilingual Instruction in Content Areas (Fall and Spring Semesters)

Fall Courses	Number of Classes	Average Class Reg.	Language Use	Hours Per Week	% of Material in Spanish
Math Skills MS16	1 (A)[a]	34	80% Spanish 20% English	2:40 40	80
Math Skills MS36	2 (B)	33	80% English 20% Spanish	2:40 40	20
Biology BS16	1 (A)	34	80% Spanish 20% English	2:40 40	80
Biology BS36	2 (B)	33	80% English 20% Spanish	2:40 40	20
World History HS16	1 (A)	34	80% Spanish 20% English	2:40 40	80
World History HS36	2 (B)	33	80% English 20% Spanish	2:40 40	20
Spring Courses					
Math Skills MS26	1 (A)	34	80% Spanish 20% English	2:40 40	80
Math Skills MS46	2 (B)	33	80% English 20% Spanish	2:40 40	20
Biology BS26	1 (A)	34	80% Spanish 20% English	2:40 40	80
Biology BS46	2 (B)	33	80% English 20% Spanish	2:40 40	20
American History HS26	1 (A)	34	80% Spanish 20% English	2:40 40	80
American History HS46	2 (B)	33	80% English 20% Spanish	2:40 40	20

[a]Students are placed in "A" course if their English LAB scores fall at or below the tenth percentile. Students placed in "B" courses have English LAB scores between the eleventh and twentieth percentiles.

V. CAREER EXPLORATION COMPONENT

IMPLEMENTATION

Once a student is admitted to the C.E.O.B.S. project, s/he is tested with the American College Testing (ACT) Career Exploration Program booklet and the JOB-O Battery, which identifies job family categories. The Career Exploration Series is then used to focus on specific careers within the categories identified by JOB-O, identifying income, level of education needed, and the possible job opportunities in the future.

A job profile is then developed for each student reflecting the results of the tests and a description of job preferences. Each job profile contains the following information: a job interest-level assessment; job categorization and information; a self-awareness inventory; and the results of the ability testing from the ACT exams. Those job areas where a student falls between the sixth and tenth stanines are highlighted in the student's folder through a personal student profile sheet. This sheet was developed by the project and is included as Appendix A.

Students receive appropriate employment information on salaries, supply and demand patterns, current and future opportunities, and education requirements through an extensive system of support personnel including the college advisor, the mainstream Cooperative Education Program advisor, the College-Bound Program advisor, and the state employment counselor. These resources are supplemented with guest speakers from colleges, businesses, and government agencies, filmstrips and cassettes, and the career education lessons incorporated into the content-area curriculum.

Students also make field trips to local businesses and educational institutions such as La Guardia Community College, Hostos Community College, Columbia University, and Bronx Community College.

Under this component, the program's career specialist develops and demonstrates lessons in Spanish and English in each of the six content-area subjects once a month. This results in a total of 120 lessons developed during the school year. These lessons, which are developed in cooperation with each subject-area teacher so as not to disturb the sequential flow of the curriculum, reflect the lesson prepared by the teacher for the particular day of the demonstration. Each lesson relates particular job descriptions and availability to the lesson's subject matter.

One of the program's objectives for this component was to develop 240 career education lessons over a two-year period. This objective has been met. In addition to the 120 education lessons developed last year, another 120 were developed during 1981-1982, the last year of the project. According to the project director, these lessons will continue to be integrated into the curriculum in future years.

CLASSROOM OBSERVATION

The evaluator observed a career education demonstration in a mathematics class, attended by 24 "Spanish-dominant" students (Group A). The math objective of the lesson was to teach students the use of graphs. The career education objective of the lesson, presented by the career specialist, was job requirements in the fields of marketing and distribution.

The lesson began with a filmstrip and recording which presented a Hispanic man and woman engaged in automobile and catalogue sales. All dialogue was in Spanish. As the filmstrip progressed, the career specialist highlighted facts which required elaboration, clarified confusing concepts, and translated words and phrases into English as necessary. The lesson continued with a class discussion about the availability of positions in automobile sales, the sales techniques used by the characters in the film, and products produced in Latin America and sold in the United States. The lesson ended with a handout which contained an English reading about jobs in the year 2000 and a graph. The students read the selection, studied the graph, and answered questions posed by the career specialist. Troublesome vocabulary was explained in context.

The classroom teacher observed the lesson but did not participate. Students used Spanish 100 percent of the time when speaking with each other and in exchanges with the career specialist. English was used minimally in translating words and in the English reading. The lesson presented an effective integration of language, subject matter, and culture. The career specialist also showed sensitivity to the students in accepting their contributions to the discussion.

VI. THE NON-INSTRUCTIONAL COMPONENT

CURRICULUM AND MATERIALS DEVELOPMENT

The production of career exploration materials is one of the main objectives of the C.E.O.B.S. project. In addition to preparing 120 career exploration infusion lessons this year, the project has also translated the following materials into Spanish:

--the Harrington O'Shea Career-Decision Making Interest Inventory;

--thirteen units from the ACT Booklet on Career Development, developed by the American College Testing Program;

--the JOB-O Interest and Aptitude Inventory;

--the Major-Minor Finder;

--the High School Career Course Planner;

--the mid-term and final examinations for the social studies and mathematics bilingual courses.

The project has also developed a set of guidelines used this year for the preparation of all career education materials. (See Appendix B.)

The program has also developed a resource center for teacher and student use containing books, filmstrips, cassettes, and other materials on E.S.L., Spanish, social studies, mathematics, science, and career education. The center also contains instructional equipment for classroom use including film and movie projectors, a cassette and record player, and three typewriters. A list of the bilingual resource center's materials is included as Appendix C.

SUPPORTIVE SERVICES

In an interview with the evaluator, the assistant principal for guidance stated that the responsibility for guidance for the program students rests with the C.E.O.B.S. career specialist. He felt that this was of greatest benefit to the students in the program because of the rapport established between them and the career specialist.

The career specialist is a licensed bilingual guidance counselor, one of the few in the Bronx. Thus his services are demanded, not only by the project, but by the other high schools in the area. His duties within the school include: Title VII bilingual career specialist; bilingual guidance counselor for the entire school; articulation counselor with the feeder schools in the area; responsibility for admissions for the entire school; and bilingual project analyst.

The career specialist conducts regular individual guidance sessions to explore the educational interests of the students. These sessions average 12 daily and are initiated by the student's own request. The career specialist also conducts group sessions to inform students about graduation requirements and to prepare students for college admission, career planning, and for employment or vocational training. These sessions are held on the average of two per week and are conducted in Spanish and/or in English depending on the linguistic preference of the students attending. Frequent guidance sessions are also offered by the career specialist to the school in general in connection with bilingual programming.

To coordinate the effort of guidance within the project with those of the guidance department in general, the career specialist attends the following meetings with members of that department:

--once-a-semester orientation meetings to discuss diploma requirements and transcripts;

--monthly guidance counselors' meetings which include discussion of in-house guidance problems and outside guidance speakers (10 meetings were held this year);

--monthly guidance workshops (workshops are divided into two groups for discussion - 10 workshops were held this year);

--monthly meetings with the New York City Board of Education Supervisor for Guidance to share borough-wide concerns (held at the supervisor's office);

--spot conferences with the assistant principal for guidance on an as-needed basis;

--twice-a-semester visits to mainstream classes to keep informed of developments outside the project.

The career specialist is also the bilingual and career representative of the Bronx High School Guidance Counselor's Association. He attends the monthly meetings of this organization and shares the project's activities with the other members.

The assistant principal for guidance has commented that the career specialist coordinates his efforts very well with the rest of the department in the areas of college counseling, career guidance, general guidance, and the use of outside resources.

The project does not make home visits due to a lack of personnel. Contacts with the family of program students are made by telephone calls and mail. An average of five phone calls are made daily to discuss absen-

teeism, discipline, and other academic problems. Parents often call the program office themselves to discuss their children with the staff.

Referrals are made to outside agencies in response to specific problems. During 1981-1982, the following referrals were made in an effort to assist students and their families:

--the Puerto Rican Family Services, for family counseling;

--the ASTOR Child Guidance Clinic, for guidance services;

--the Auxiliary Services for High School Program, for students who are leaving the traditional school structure;

--to local hospitals;

--to job sites;

--to tutoring services;

--to public assistance offices.

The career specialist is assisted in his duties by the educational assistant whose duties include: interviewing and advising students on family and school problems; contacting students' families by phone to discuss attendance problems; translating materials, which are subsequently checked by the career specialist; assisting in classroom presentations; correcting examinations; and clerical duties. The educational assistant does not make home visits, nor any outside referrals; if students' problems are beyond her scope, she refers them to the career specialist.

STAFF DEVELOPMENT

During 1981-1982, the project staff engaged in a series of learning activities including monthly staff meetings, six training work-

shops, and twelve special meetings for planning and program articulation. In addition, a workshop entitled, "Bilingual/Bicultural Education in High School" was presented by the career specialist to the entire school staff. This workshop has been chosen by the New York City Board of Education to be given as a two-credit college course to satisfy both promotional and increment requirements. Agendas of the workshops, a list of the special meetings, and the letter announcing the bilingual/bicultural workshop are included as Appendix D.

PARENTAL AND COMMUNITY INVOLVEMENT

A Parental Advisory Committee was organized to involve the community and parents of program students in the activities of the project. Its main functions consist of recognizing the needs of students, serving as resource personnel to the project, serving as assistants in the classroom, and helping to support program activities through participation in the school's organizations. Consisting of eight parents, the project director, the career specialist, and an average of six teachers and nine students, the committee met three times during the school year (September 30th, March 22nd and 23rd) to discuss, among other topics, the program and its goals, the role of parents and students in the project, student performance on standardized tests, and the many services available to program students.

A fourth meeting was held on May 20th so that program students and their parents could meet with the evaluator. Four parents and 17 students attended. In general, parents expressed positive attitudes towards the program. They felt that the project has helped to increase

the students' ability to speak Spanish, to decrease students' truancy, and to increase students' motivation to study, resulting in higher grades. They noted that the career specialist was particularly helpful in assisting students adjust to school. They also stated that since they could communicate with teachers and other staff in their native language, they could better understand the school's demands on their children and the problems they were having with their classwork. The parents, however, did express concern that the materials used in the bilingual program classes were below the grade level of materials used in their native countries.

Students also spoke favorably of the program. They stated that the project offered them the opportunity not only to advance academically by offering content-area courses in Spanish, but to learn and to function in English. The project also offered them the chance to explore new careers and to realistically assess their potential to enter these career areas. The students also indicated that the project needed more materials, that the mathematics, Spanish, and world history curricula were too simple, and that there should be more extracurricular activities. They expressed satisfaction with the guidance and support services offered by the program, and with the career-oriented field trips taken to businesses and universities.

The program publicizes its activities throughout the community by means of a newsletter, the mail, and word-of-mouth. However, conflicting work schedules, familial responsibilities, and fear of travel at night have limited parent participation in program events. Nevertheless,

the outreach attempts by the program's staff have resulted in an average of 15 to 20 parents attending the following events: four open-school events; parents' conferences for different grades; College and Career Day; the Award Assembly; Puerto Rican Day; and Dominican Independence Day.

The project is not involved in adult education. Classes in E.S.L., athletics, typing, and G.E.D. preparation had been held for adults at the school up to January 1982. Plans are now being made to reinstate these activities in September.

AFFECTIVE DOMAIN

Affective domain indicators for students point to the success of the program in several areas. The attendance rate of program students for the academic year is 88.4 percent in comparison with 73.4 percent for the school as a whole. Incidents requiring disciplinary action have been minimal; only two program students were suspended during the year. The project has had no reports of vandalism involving its students. Of the 67 students on the honor roll of this year's graduating class, eight students belonged to the bilingual program.

In addition to field trips to local businesses and educational institutions such as La Guardia, Hostos, and Bronx Community Colleges and Columbia University, program students have also participated in school-wide celebrations commemorating ethno-cultural events and are active on many of the school's physical education teams. Female students also attended the "Conference for Hispanic Women in the World of Work."

Finally, results from a pre- and post-examination of self-awareness measures prepared by the career specialist and administered to project students appeared to suggest growth in students' self-concept vis-a-vis their plans for the future.

VII. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures used in evaluating the attainment of program objectives. Each objective will be discussed separately:

Objective 1. The assessment instrument utilized for measuring the attainment of objective 1 was the Criterion Referenced English Syntax Test (CREST). There are three levels of the CREST; each level appropriate for students with beginning, intermediate, or advanced knowledge of proper English syntax. Scores on Levels I and II can range from 0-25, while scores on Level III range from 0-15. Extensive information on CREST content areas and psychometric properties can be found in Technical Manual, New York City English As A Second Language Criterion Referenced English Syntax Test.*

The CREST was administered at the beginning and end of both the fall and spring semesters. Tables 12-17 present the pre- and post-test results for each CREST level by grade during each semester. The mean difference between post-test and pre-test scores represents the average number of CREST objectives attained. An index which expresses the number of CREST objectives gained per month was also computed.

Data were missing or incomplete for 30 students in the fall semester and for 27 students in the spring semester. Examination of Tables 12-17 reveals that an average of approximately one CREST objec-

*Board of Education of the City of New York, Division of High Schools, 1978.

tive per month was mastered by students who were tested on CREST Levels I and II. The rate of mastery for students who were tested on CREST Level III was approximately one-half CREST objective per month.

Inspection of the CREST Level III score distributions for both the fall and spring semesters shows that approximately half of the students demonstrated pre-test mastery of 80 percent of the Level III CREST objectives. Such a negatively skewed distribution of scores places a "ceiling effect" on CREST post-test scores since students scoring high on the pre-test have little or no room to score higher on the post-test. Inspection of the CREST Levels I and II score distributions reveals a similar effect, although to a lesser degree. Approximately 30 percent of students demonstrated 80 percent mastery of CREST Levels I or II objectives on the pre-test. In other words, the observed mastery rates probably underestimate the true mastery rate due to the "ceiling effect" observed across all three levels of the CREST.

Objective 2. The assessment instrument utilized for assessing the attainment of objective 2 was a staff-developed test of English reading skills. The test is composed of 100 reading problems which purport to test various English-language skills. The distribution of item content areas were: 60 reading comprehension items; 10 vocabulary items; 10 spelling skill items; 20 grammar and usage skill items. Scores can range from 0 to 100. Although no psychometric information is available, scores on this test were observed to correlate in the range of .20 - .40 with the number of CREST objectives mastered (within Levels I, II, and III) in both the fall and spring semesters. While the magnitude

of such correlations indicates that scores on the staff-developed test and CREST are not equivalent, they do indicate that both measures are tapping a similar domain.

The staff-developed test was administered at the end of both the fall and spring semesters. The parametric data for pre- and post-test scores can be found in Table 18. The mean spring semester score was observed to be 3.4 items higher than the mean fall semester score. This difference was significantly greater ($p<.01$) than one would expect by chance.

Another index of improvement, the effect size (ES; Cohen, 1975) was computed by subtracting the mean fall semester score from the mean spring semester score and dividing this difference by the pooled within standard deviation. This computation indexes the degree of improvement in standard deviation units. Relative to their fall semester scores, students were observed to improve an average of .34 standard deviation (or 1/3) units by the end of spring semester. While this indicates a statistically significant degree of improvement, the observed ES index is somewhat smaller than that generally considered to reflect "educational meaningfulness (~.50)."

Objective 3. The assessment instrument utilized for assessing the attainment of objective 3 was a staff-developed test of native language arts (Spanish). The test was composed of 100 items whose content was distributed in the following manner: 60 reading comprehension items; 10 vocabulary items; 10 spelling skill items; 20 grammar and usage items.

Scores can ranged from 0 to 100. No psychometric data are available for this test.

The native language arts tests were administered at the end of both the fall and spring semesters. The parametric data for pre- and post-test scores can be found in Table 19. The students' mean spring semester score was observed to be 4.9 items higher than their mean fall semester score. This difference was found to be significantly greater ($p<.05$) than one would expect by chance. However, as indicated by the low to moderate effect size (.28), the degree of improvement is somewhat lower than the usually accepted value of "educational meaningfulness."

Objectives 4, 5, and 6. The methods used in evaluating the attainment of objectives 4, 5, and 6 were sufficiently similar to merit discussion collectively. The percentage of program students passing biology (objective 4), history (objective 5), and mathematics (objective 6) was expected to be significantly higher than a randomly selected sample of 100 non-program students for both the fall and spring semesters.

The passing rates for program and comparison students for each of these subjects can be found in Tables 20, 21, and 22. A similar pattern is observed for all three subjects. The passing rates for program students do not significantly differ from the passing rate of the randomly selected comparison group during the fall semester. However, a highly significant difference ($p<.01$) between the passing rates of these two groups is observed in the spring semester. What accounts for this pattern cannot be determined from available data although it is likely

that program effectiveness should be more pronounced once students have become sufficiently acclimated to the program environment.

Objective 7. The attainment of objective 7 was assessed by comparing the attendance rate of program students (n=95) with the school-wide attendance rate (n=2800). Since the attendance rate for program students was included in the school-wide attendance rate, a special procedure was used in computing the usual statistical test for a significant difference between two independent proportions. The total number of students in the school was lowered by 95 in order to reduce degrees of freedom. This reduces the likelihood that the null hypothesis will be rejected. Despite this conservative approach, the attendance rate for program students was significantly higher ($p<.01$) than the school-wide attendance rate for both the fall and spring semesters.

TABLE 12

Results of the Criterion Referenced English Syntax Test

Level I (Fall)

Grade	# of Students	Average Number of Objectives Mastered Pre-test X (sd)	Post-test X (sd)	Mean Difference Score	Average Number of Objectives Mastered (per month)
9	6	18.8 (5.8)	20.3 (5.0)	1.5	.46
10	20	12.7 (6.2)	17.2 (6.1)	4.5	1.36
11	----------				
12	1	16.0 (-)	22.0 (-)	6.0	1.76
TOTAL	27	14.2 (6.4)	18.07 (5.8)	3.87	1.17

TABLE 13

Results of the Criterion Referenced English Syntax Test

Level II (Fall)

Grade	# of Students	Average Number of Objectives Mastered Pre-test X (sd)	Post-test X (sd)	Mean Difference Score	Average Number of Objectives Mastered (per month)
9	8	15.3 (6.3)	19.9 (3.6)	4.6	1.45
10	12	19.3 (4.8)	21.6 (3.1)	2.3	.72
11	9	13.8 (6.4)	17.0 (5.0)	3.2	.99
12	1	20.0 (-)	21.0 (-)	1.0	.29
TOTAL	30	16.6 (6.0)	19.7 (4.2)	3.1	.98

TABLE 14

Results of the Criterion Referenced English Syntax Test

Level III (Fall)

Grade	# of Students	Average Number of Objectives Mastered Pre-test X (sd)	Post-test X (sd)	Mean Difference Score	Average Number of Objectives Mastered (per month)
9	1	13.0 (-)	13.0 (-)	0.0	0.00
10	3	11.0 (3.0)	12.7 (-)	1.7	.51
11	5	10.2 (2.4)	12.0 (2.3)	1.8	.54
12	----------				
TOTAL	9	10.8 (2.4)	12.3 (2.0)	1.5	.47

TABLE 15

Results of the Criterion Referenced English Syntax Test

Level I (Spring)

Grade	# of Students	Average Number of Objectives Mastered Pre-test X (sd)	Post-test X (sd)	Mean Difference Score	Average Number of Objectives Mastered (per month)
9	5	17.8 (5.4)	20.2 (4.0)	2.4	.80
10	24	14.8 (6.3)	18.5 (5.2)	3.7	1.21
11	----------				
12	----------				
TOTAL	29	15.3 (6.2)	18.6 (5.0)	3.3	1.14

TABLE 16

Results of the Criterion Referenced English Syntax Test

Level II (Spring)

Grade	# of Students	Average Number of Objectives Mastered Pre-test X (sd)	Post-test X (sd)	Mean Difference Score	Average Number of Objectives Mastered (per month)
9	5	19.8 (4.7)	17.8 (9.1)	-2.0	-.63
10	6	18.5 (3.4)	21.2 (3.4)	2.7	.95
11	7	10.1 (5.9)	16.4 (4.3)	6.3	2.03
12	1	21.0 (-)	23.0 (-)	2.0	.65
TOTAL	19	15.9 (6.4)	18.6 (5.8)	2.7	.92

TABLE 17

Results of the Criterion Referenced English Syntax Test

Level III (Spring)

Grade	# of Students	Average Number of Objectives Mastered Pre-test X (sd)	Post-test X (sd)	Mean Difference Score	Average Number of Objectives Mastered (per month)
9	5	13.4 (1.8)	14.6 (.55)	1.2	.38
10	7	10.9 (4.0)	13.4 (1.9)	2.5	.92
11	5	12.2 (2.6)	13.2 (2.0)	1.0	.33
12	1	13.0 (-)	14.0 (-)	1.0	.32
TOTAL	18	12.1 (3.0)	13.7 (1.6)	1.6	.57

TABLE 18

Comparison of Fall/Spring Semester Scores on

Staff-Developed Test of English Reading Skills (n=96)

Semester	Mean Score (sd)	Mean Diff. Score[a]	Correlation of Fall Score with Spring Score	T-test for Diff. Bet. Corr. Scores[b]	ES[c]	p[d]
Fall 1981	71.6 (10.9)					
		3.4 (11.8)	.38	2.80	.34	.01
Spring 1982	75.0 (10.1)					

[a]Spring score - fall score.

[b]See text.

[c]Effect size (see text).

[d]All significance tests are two-tailed.

TABLE 19

Comparison of Fall/Spring Semester Scores on

Staff-Developed Test of Spanish Reading Skills (n=95)[a]

Semester	Mean Score (sd)	Mean Diff. Score[b]	Correlation of Fall Score with Spring Score	T-test for Diff. Bet. Corr. Scores[c]	ES[d]	p[e]
Fall 1981	69.8 (14.7)					
		4.9 (19.6)	.42	2.45	.28	.05
Spring 1982	74.7 (20.6)					

[a]Data were missing for 1 (1 percent) of the program students.

[b]Spring score - fall score.

[c]See text.

[d]Effect size (see text).

[e]All significance tests are two-tailed.

TABLE 20

Percentage of Program Students and Comparison Group Passing Biology I and Biology II

Subject/Semester	Program Students (n = 91)[a]	Comparison Group (n = 100)	z	p[b]
Biology I Fall 1981	59.[illegible]%	63.2%	.42	NS
Biology II Spring 1982	93.0%	68.5%	4.45	.01

[a]Data were missing for 5 (5 percent) of the program students.

[b]All significance tests are two-tailed.

TABLE 21

Percentage of Program Students and Comparison Group Passing Global History and American Government

Subject/Semester	Program Students (n = 91)[a]	Comparison Group (n = 100)	z	p[b]
Global History Fall 1981	52.0%	55.2%	.213	NS
American Government Spring 1982	92.0%	58.6%	5.33	.01

[a]Data were missing for 5 (5 percent) of the program students.

[b]All significance tests are two-tailed.

TABLE 22

Percentage of Program Students and Comparison Group Passing Mathematics I and Mathematics II

Subject/Semester	Program Students (n = 91)[a]	Comparison Group (n = 100)	z	p[b]
Mathematics I Fall 1981	55.0%	54.2%	.07	NS
Mathematics II Spring 1982	72.0%	57.3%	2.27	.05

[a]Data were missing for 1 (1 percent) of the program students.

[b]All significance tests are two-tailed.

TABLE 23

Comparison of Attendance Rate for Program Students and Total School Attendance Rate During Fall 1981 and Spring 1982

Subject/Semester	Program Students (n = 95)[a]	Comparison Group (n = 2,800)	z[b]	p[c]
Fall 1981	94.3%	73.7%	3.46	.01
Spring 1982	90.5%	75.2%	2.63	.01

[a]Data were missing for 1 (1 percent) of the program students.

[b]See text for special procedure used in computing z statistic.

[c]All significance tests are two-tailed.

VIII. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Based on the data collected, it is evident that the C.E.O.B.S. program at Evander Childs High School is adequately meeting its program objectives. Program students are demonstrating significant improvement in both English syntax and reading skills and in their own native language (Spanish). In addition, by the end of the school year, a higher proportion of program students were observed to pass biology, history, and mathematics than a randomly selected comparison group of 100 non-program students. Finally, the attendance rate for program students was observed to be significantly higher than the school-wide attendance rate for both the fall and spring semesters.

PLANS FOR THE FUTURE

In an interview with the evaluator, the principal stated that the present efforts of the C.E.O.B.S. project will not be wasted with the expiration of Title VII funding. The present project director will continue in his role as coordinator of the bilingual program for the school and bilingual classes will continue to serve students in need of them. Bilingual guidance will continue to be offered by the present career specialist.

The project director stated that the efforts of the project will, in a sense, be institutionalized in the school. The expertise gained by the teachers in the demonstration lessons, and the materials developed in the last two years will continue to be used in the tenth-

grade classes after the Title VII funds have been exhausted. The director also stated that he is in a position to support not only the ninth- and tenth-grade curricula, but to implement a new career preparation project for the eleventh and twelfth grades for which he has already submitted a proposal.

RECOMMENDATIONS

Since this is the last year of program operation, recommendations focus on providing continuity for the present program population after the program's end as well as for planning future programs to serve these students.

1) Teachers should be encouraged to make every effort to serve as effective linguistic models in both Spanish and English as students' skills need reinforcement in both. An attempt should be made to recruit fully bilingual personnel to serve students in the classroom for the effective development of their linguistic and cognitive skills.

2) An attempt should be made to assign staff members to classes within their area of specialization or licence. Staff members teaching subject areas in which they are not licenced should be encouraged to develop their professional skills in those areas by participating in college courses or other appropriate training.

3) Staff development activities for both mainstream and bilingual faculty should continue to emphasize Hispanic culture and the specific problems of Hispanic bilingual students.

In order to facilitate the evaluation of services to bilingual students in the future it is also recommended that:

4) instructional and non-instructional objectives be stated in measurable terms and appropriate criteria be set to determine whether the objectives have been attained;

5) where standardized tests are available, their use is to be encouraged in the assessment of student achievement;

6) a greater attempt should be made to improve the number of program students who are tested on standardized tests. Approximately one-third of the program students were not tested with the CREST in 1981-1982;

7) an attempt should be made to assure that student data are reported accurately;

8) students who demonstrate 80 percent pre-test mastery of the CREST Levels I and II should be post-tested on the next higher level.

IX. APPENDICES

• BOARD • OF • EDUCATION • OF • THE • CITY • OF • NEW • YORK •

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Bronx, N.Y. 10467

John McCann, Principal

ESEA Title VII (CEOBS)

Dr. Vincent Saetta
Project Director
654-3430

Dom A. Capone, Bilingual
Career Education Specialist

Awilda Solano, Bilingual
Education Assistant

Student Profile

PERFIL PERSONAL-HACIENDO DECISIONES

TITULO DE OFICIO _____

NUMERO DE PERSONAS EMPLEADAS: _____

PAGA _____

LA FUTURA (pronostico) _____

ENTRENAMIENTO: _____

FAMILIA DE CARRERAS _____

OFICIOS RELATIVOS A SUS INTERESES: _____

_____

_____

_____

Recursos disponibles para buscar informaciones de tres oficios:

1. Occupational Outlook Handbook
2. Job-O Dictionary (Diccionario de Los Oficios)
3. El High School Career-Course Planner(Planes para Carreras)
4. Career Course Planner
5. Career Resource Centers
6. El Consejero de Carreras
7. Huespedes que hablan de las carreras y oficios individuales.

Translation: 12/81
D. Capone

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FY 1981-82

Guidelines for Developing Career Education Curriculum:

1. Attached are monthly time block schedules identified for the delivery of career education lessons in Bilingual Program subject areas.

   A career education thematic approach will emphasize all career education lessons. Mr. Capone will contact you one week in advance of the date he has scheduled for your particular class to participate in a career education lesson.

2. In the planning of a career education lesson, Mr. Capone, with your assistance as often as possible, will use the lesson plan format designed for the 1981-82 school year career education program, the verb list for developing instructional objectives, and the bilingual methodology outline identified for each subject area. All these materials were given to the Bilingual Program staff last year, but new sets will be distributed at our first teacher training meeting.

3. Ms. Solano, our Title VII educational assistant, will assist Mr. Capone in the classroom with all career education lessons. If you have any subject area tests or lessons which you would like translated into Spanish and typed, please contact her for this service.

4. Last year the primary materials used in all career education lessons were published by the Regents Publishing Company, Inc. They included film strips and cassettes (in English and Spanish) in twelve job families. Please refer to the attached list for specific details. These materials will be used again as follow-up lessons on the curriculum developed during the 1981-82 school year.

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This year, however, we will penetrate even more deeply into career exploration activities through the use of the following materials:

a. Job-O (Spanish and English) to identify specific career planning activities, such as-- amount of training and education, self-awareness and self-assessment, career interests, career aptitudes (mostly through ACT and Harrington/O'Shea), and decision-making processing.

b. Job-O Dictionary — a resource on job title definitions and decision making information for career selection.

c. High School Career-Course Planning — a resource for selection of high school courses, programs, etc.

d. Dictionary of Occupational Titles — a resource on job descriptions and qualifications, etc.

e. Exploring Careers — a resource on job families, job forcasts, income, supply and demand patterns, etc.

f. Occupational Outlook Handbook — a resource on job families, and specific occupations in each family, job activities, educational requirements, etc.

g. BIZ-O — Exploration of Business occupations.

h. CER-O — Exploration of Consumer Economics and related occupations.

i. DAC-O — Exploration of Design, Art, and Communications occupations.

j. SCI-O — Exploration of Scientific, Mathematical, and Health occupations.

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5. Each student will receive twenty career education lessons per term, or forty for the 1981-82 school year. These lessons will be delivered in the form of eight career education lessons in each of the five content areas. All students in the ESL Program will receive eight additional career education lessons. These lessons, however, will be designed to help the student acquire knowledge and skill in the areas of (1) looking for a job, (2) writing a résumé, (3) completing standardized employment forms, (4) interviewing, and (5) writing business letters.

   Mr. Capone, therefore, will be responsible for developing and implementing one hundred and twenty career education lessons for the total Bilingual Program. The A Group will take forty, and the B Group eighty. The eight career education lessons for each of the five ESL classes will be combined into lessons scheduled for a bilingual subject class and an ESL class at the same time.

6. The ESEA Title VII workload during September and June is reserved for the processing of student programs, LAB and CREST language assessment for all LEP students identified for the Bilingual Program and ESL component, individual and group guidance and counseling and interviews, parent meetings with respect to Consent Decree and LAU classifications, and organizational planning and development.

7. Monthly Teacher Training sessions held after school from 2:15-3:15 will be designed to introduce all Bilingual Program staff to all career education materails available through ESEA Title VII funding, school-wide and community career education resources, and Bilingual Career Exploration Resource Center facilities and equipment.

   These meetings will also be used to identify specific organization and student problems and possible solutions. Student progress will also be a major item on the agenda. All after school meetings will be paid per session activities. Checks will be mailed directly to your homes. Any additional after school activities you wish to participate in (e.g., cultural affairs parties, parent meetings, career education lesson plan development, etc.) will be paid per session activities.

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8. A Parent Advisory Committee is included in the ESEA Title VII Project. Its function will be to contribute to the planning of career education lssons, and general operational policy developed for the ESEA Title VII Project. All staff members are invited to attend these meetings on a per session basis.

9. A Parent Workshop component is also included in the project and is designed to give the parents of our bilingual students the opportunity to contribute personally to the development of career education lessons and materials. This will be a paid activity on an hourly basis.

10. The Bilingual Career Exploration Resource Center will be located in room 118, and will serve as the major meeting place for most of our career education activities. This center is a major component of our ESEA Title VII Project:

    a. All subject area career education lessons will be conducted in this center. Therefore, please be sure that your students are informed to meet you there on the day and period scheduled by Mr. Capone.

    b. All after school Teacher Training sessions will be conducted at this facility.

    c. All Parent Advisory Committee and Parent Workshops will meet at this resource center. Open school night and afternoons will also accommodate parents to meet in this room.

    d. All guest speakers from within and outside our school will make their presentations at this facility.

    e. All after school cultural affairs parties will be sponsored by ESEA Title VII funding and meet at the resource center.

    f. All Bilingual Program and ESEA Title VII staff will be encouraged to make use of this location for work or relaxation.

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g. Students will have the opportunity to assemble here as a supplement to their lunch period (no food allowed), study period, or any other free period during the day. One ESEA Title VII staff member will be assigned to the center whenever it is made available for student use.

h. On specific days of the week, the resource center will be used after school for the purpose of assisting students in their Math studies (English and Spanish), and RCT Math testing. Mr. McCann has given us approval for such use.

With respect to organizational, student programming, and instructional guidelines not included in this document, you may wish to refer to the operations manual I published during the 1980-81 school year, or request excerpts from it.

Sincerely,

Dr. Vincent Saetta
Project Director

cc: Mr. McCann
All ESEA Title VII Staff
All Bilingual Program Staff

October 13, 1981

Quality of Materials and Techniques:

1. Bilingual Techniques in Math:

Repetition Drills	Conversion Drills	Integration
Substitution Drills	Expansion Drills	Drills
Placement Drills	Reducation Drills	Pictures

2. Bilingual Techniques in Science:

Main Idea	Comparison and Contrast	Slides
Finding the Facts	Sequence	Decks(Tapes)
Cause and Effect	Making Inferences	Movies

3. Bilingual Techniques in Native Language (Spanish):

Language Experience Approach (personal experience)
Linguistic Approach (pronunciation, intonation, stress)
Individualized Reading Approach (directed and non-directed)
Skills Monitoring Approach (master skills and criterion-ref)

4. Bilingual Techniques in Social Studies:

Main Idea	Maps	Field Trips
Finding the Facts	Charts	Guest Speakers
Cause and Effect	Slides	Student Made Items
Comparison and Contrast	Tape Decks	Teacher Made Items
Sequence	Movies	Work Shops
Making Inferences	T.V. Schedules	Play Productions

5. Bilingual Techniques in Intensive English:

Phonetic Activities (oral practice and written word)
Morphological Activities (parts of words and sound patterns)
Orthographic Activitities (letter and sound relationships, and letter and sound relationships only through context clues)
Semantic Activities (cognates, roots, derivatives)
Syntaxtic Activitities (grammar, transformation, functional grammatic relationships, paragraphing, composition, styles)
Stylistic Activities (analyzing and classifying literary figures, elements, devices)

6. Bilingual Techniques in ESL Classes:

Structural Pattern Development	Puerto Rican Scale
Vocabulary Development	Criterion-Reference Testing
Intonation	Picture Clues
Pronunciation	Music Involvement
Orial Fluency	Artistic Involvement

7. Bilingual Techniques in Career Education:

Parent Guest Speakers	Carreras para Bilingües Kits
Community Guest Speakers	(Regents Publishing Co., Inc.)
Field Trips to Job Sites	Teacher-Student-Parent Mades Mat.

Evander Childs High School
John McCann, Principal

Bilingual Program — Dr. V. Saetta, Coordinator

Verbs to be used in the formulation of instructional objectives in Bilingual Program courses of study:

I. Simple Tasks:

attend
choose
collect
complete
copy
count
define
describe
designate
detect
differentiate
discriminate
distinguish
distribute
duplicate
find
identify
imitate
indicate
isolate
label
list
mark
match
name
note
omit
order
place
point
provide
recall
repeat
select
state
tally
tell
underline

II. Study Skills:

arrange
attempt
categorize
chart
cite
circle
classify
compile
consider
diagram
document
find
follow
formulate
gather
include
itemize
locate
map
organize
quote
record
relate
reproduce
return
search
signify
sort
suggest
support
underline
volunteer

III. Analysis Skills: (deductive approach)

analyze
appraise
combine
compare
conclude
contrast
criticize
deduce
defend
evaluate
explain
formulate
generate
induce
infer
paraphrase
plan
present
save
shorten
structure
switch

IV. Synthesis Skills: (inductive approach)

alter
change
design
develop
discover
expand
extend
generalize
modify
paraphrase
predict
propose
question
rearrange
recombine
reconstruct
regroup
rename
reorganize
reorder
reorder
rephrase
restate
restructure
retell
rewrite
signify
simplify
synthesize
systematize

Evander Childs High School
John McCann, Principal

Bilingual Program — Dr. V. Saetta, Coordinator

Verbs to be used in the formulation of instructional objectives in Bilingual Program courses of study:

V. Language Skills (all language learning)

abbreviate
accent
alphabetize
argue
articulate
capitalize
edit
hyphenate
indent
outline
print
pronounce
punctuate
read
recite
speak
spell
state
summarize
syllabicate
translate
type
verbalize
write

VI. Mathematical Skills:

add
bisect
calculate
check
compound
compute
count
derive
devide
estimate
extrapolate
extract
graph
group
integrate
interpolate
measure
multiply
number
plot
prove
reduce
solve
square
subtract
tabulate
tally
verify

VII. Science:

calibrate
compound
connect
convert
decrease
demonstrate
dissect
graft
grow
increase
insert
lengthen
light
limit
manipulate
nurture
operate
plant
prepare
reduce
remove
replace
report
reset
set
specify
straighten
time
transfer
weigh

VIII. Social Studies:

Due to the broad range of study skills in this discipline, instructional objectives should include verbs from any of the areas in I-VII which apply to the particular lesson.

APPENDIX C

EVANDER CHILDS HIGH SCHOOL.....John Mc Cann, Principal

TITLE VII-ESEA
Career Exploration Opportunities for Bilingual Students

Dr. V. Saetta, Project Director

Mr. D.A. Capone
Bilingual Career Ed. Spec.

Ms. A. Solano
Bilingual Ed. Assistant

BILINGUAL RESOURCE CENTER MATERIALS

A. Instructional Materials

I. English/ESL:

Key Ideas in English Levels I and III — Harcourt, Brace, Jovanovich

Teaching English as a Second Language & Bilingual Ed. — Light & Osman

Teaching ESL at CUNY — B. Gonzales

Word Analysis Practice Levels C & B — Harcourt, Brace, Jovanovich

Building English Skills — Mc Dougal and Littell
+ Teacher's Manual

Handbook of English — Warrener

Complete Courses in English — Dixson

Practical Conversation in English — E.M. Hall

Word Attack — Roberts

Modern American English — R.J. Dixson

Lado Teachers Manual #'s 3,4,5,6

Graded Exercises in English (Intermediate) — Dixson

American Folktales I — V. O. Binner

International Folktales I — V. O. Binner

Elementary Reader in English — R.J. Dixson

Easy Reading Selections in English — R.J. Dixson

Heath Handbook of English — H.J. Christ

Reading Comprehension Workshop Level C — Shostack

Successful Practices in Remedial Reading — F.V. Shankman

English for Today

Tested Topics and Techniques for Improving Writing — Simon Gertner

Composition Workshop — Rothstein, Beyer, Napolitano

Comprehensive English — Harold Levine

Building English Skills — Mc Dougal, Littell

Troubleshooter II Reading and Study skills Books 6&7 — J. Weinberg

Word Spy — Continental Press

English Skills C — Harcourt, Brace, Jovanovich

Jumbo English Yearbook — Marie Carnelison

Selection for Developing English Language Skills — Finocchiaro & Lavenda

Graded Exercises in English (Advanced) — Robert J. Dixson, Regents Publishin

English for International Communication , Book 2 — Yorkey, etc., American Book Co.

BEST COPY AVAILABLE

Spelling Stumpers — Ideal School Supply Co.

Language Arts Activities for the Independent Work Period — I. Willcox

Everyday English as a Second Language Books 1 & 2 — D. Krulick

Reaching For Tomorrow — Abramovits

Skits in English — M. Hives

How to Take Standardized Tests — Charles Oliver

New World Literature — Halliburton, Minor

English that Works — Scott Foresman

Working with Sounds — Richard A. Boning

Teaching English as a Second Language — Bd. of Ed., N.Y.C.

Lado test for Book 3 Spirit Masters — Robert Lado

The Reading road to Writing — Robert Potter

Reading and Writing Skills for Beginning Level ESL — Bd. of Ed.

ESL for HYC H.S. students — Bd. of Ed.

Teaching English as a Second Language (elementary & middle school editions) — Bd. of Ed.

Reading and Writing Teaching English (ESL) Part II — Bd. of Ed.

Turning Point - A collection of short biographies — I. Baskin

English Your new Language — Silver Burdett

ESL Education (Lesson Plans for the Newspaper in the Classroom) — Teacher Trainees of Title I

Lado Workbook #'s 3 and 6 — R. Lado

Lado Teacher's Manual — "

Access to English Workbook — Breckenridge

" " " " Book 2

Learning English as a Second Language — White and Martin

Teaching ESL: Perspectives and Practices — State Ed. Dept.

Growing in English Language Skills — Finocchiaro & Lavenda

World English 1 wkbk & 1 manual — Harcourt, Brace, Jovanovich

New Worlds of Literature — Halliburton & Felkonev

Dictionary of Slang & Unconventional English — E. Partridge

Practice Book for the Regents Competency Test in Reading — S. Kaufman

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II. Social Studies:

Historia de La Humanidad Books 1 & 2	Roselle
Libro de Consulta (Ciencias Sociales)	S.A. Casals
Historia del Pueblo de los Estados Unidos	Cubero
Exploring American Citizenship	O'Connor & Goldberg
Aventuras en la Historia de los E.U.	Maslurd & Kelly
Nuestro Mundo	Arrechea & Rodriquez
Exploring the Non-Western World	Schwartz & O'Connor
Historia Antigua y Media	Garcia Ruis, SM EDiciones, Madri
Historia Moderna y Contemporanea	Garcia Ruis, SM Ediciones, Madri
Exploring World History	Holt and O'Connor, Globe Bk. Co.

III. Science:

La Biologia Humana	Dihigo y LLamos
Biology Workshop, Books I and II	S. Rosen
Science Technology	Drobing, Abrams & Moray
Biologia	J. Oxenhorn, Globe Book Co.
Pathways to Biology	J. Oxenhorn, Globe Book Co.

IV. Spanish:

El Libro Secondo (Workbook in Spanish 2 years)	Nassi and Bernstein
Workbook ... Spanish(first year)	R.J. Nassi
Primer Libro workbook	R.J. Nassi
Intercom (wkbk and Teacher's man.)	American Book Co.
Libro de Consulta	S.A. Casals
Diccionario Moderno, Espanol-Ingles, English-Spanish	Larousse
University of Chicago, Spanish/English	Carlos Castillo & O. Bond
El Espanol Al Dia (Book 1)	Turk and Allen, Heath and Co.

V. Math:

Regents Competency Workbook (Class set)	Westsea Publishing Co.
Mathematics in Life (Skills, Consumer & Career Applications)	Scott, Foresman & Co.

(Topic translations provided by Title VII staff)

VI. Career Education:

All Specialist - prepared materials documented in Title VII files, and in addition for Resource Center use:

Career Exploration Series

DAC-C, Ind-C, SCI-C, BIZ-C, CER-C
JOB-C in English and Spanish (1980 edition)

Career Exploration Program Booklets (ACT Series)		English (40 booklets) Spanish (translated by Title VII staff)
Forms in your Future	a guide to application filing	40 booklets

BEST COPY AVAILABLE

Dictionary of Occupational Titles	4th edition '77 U.S. Dept. of Labor
Occupational Outlook Handbook	80-81
Exploring Careers	U.S. Dept. of Labor 1979-81
It's Up to You (Language Skills and Strategies for Getting a Job)	Longman, New York
Careers Education in the English Curriculum	Bureau of Curriculum Development, Board of Education, City of New York
GED: How to Prepare for the High School Equivalency Examination	Contemporary Books, Inc., Chicago

For each project year, the production of 120 career exploration lesson plans are located in binders. These lesson plans are written in Spanish and English, and amount to 20 lesson plans for each of the six content area courses for which our students were programmed. There are the same number of lesson plans written for each content area course and focus on textbook unit materials and activities.

B. Instructional Equipment:

1 Film Strip Projector

1 Slide Projector

1 Radio-Cassette Player

1 Record Player
1 16 mm Movie Projector

C. 3 Typewriters

BEST COPY AVAILABLE

Film strips and bilingual cassettes by the Regent's Publishing Co., Inc. are available in the following career areas through Title VII purchase. Teacher Guides and Master Copies (rexos) accompany all career areas:

Bilingual Career Area	Spirit Masters					
Arts and Entertainment	Resume	Job Application	Goals	References	Portfolio	Want Ads
Health Services	Resume	Job Application	Evaluation	Requirements		
Public Services	Testing	Regional Offices	Announcements	Requirements	Contacts	
Business and Finance	Resume	Job Application	Experience*	Requirements		
Communication	Resume	Job Area	Available	Requirements	Interviews	
Transportation	Resume	Application	Seeking a Job	Answers Ads	Job Log	
Agriculture	Resume	Job Application	Seeking a Job	Career Areas	Job Log	Career Information
Manufacturing	Resume	Job Application	Training Prog.	Job Values	Job Log	Want Ads
Construction	Resume	Job Application	Training Prog.	Job Values	Job Log	Want Ads
Marketing and Distribution	Resume	Job Application	Ans. Want Ads	References	Job Log	Want Ads
Education	Resume	Job Application	Job Inform.			
Energy and Natural Resources	Resume	Job Application	Job Inform.	Job Values	Job Log	Want Ads

* This spirit master is in Spanish. All others are in English. Translations will be developed in Spanish.

Note: All film strips and cassettes come in Part I and Part II. In addition, each cassette communicates in English on one side and Spanish the other. The Teacher's Guide includes the cassette in English and Spanish for review.

Why College?
Cassette #1
Side 1 and follow-up

How to Choose a College?
Cassette #2
Side 1

The Judy Baca Story
Cassette #1
Side 1 and follow-up

The Earl Wilcox Story
Cassette #2
Side 1

The Chicano Perspective
Cassette #3
Side 1

The Amy McKenna Story
Cassette #3
Side 1

Note: Students in these classes are members of Group B Consent Decree classification. They communicate mostly in English. Lessons should be developed primerily in English, with some Spanish language reinforcement skills. Use the established lesson olan format and sheet. Refer to all instructional materials developed for lesson plan development (list of instructional objectives, bilingual methodology and techniques, etc.)

Be sure to infuse all bilingual career exploration lissons into the subject area lesson, unit, etc.

Establish specific dates and locations for lessons with the subject area teachers. Give a one week notice. Use the Bilingual Career Resource Center as often as possible.

Use "Audio-Visual Instructional Programs" insert for lesson and follow-up activities for each cassette and film strip.

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Tom A. Capone, Bilingual
Career Education Specialist

Awilda Solano, Bilingual
Education Assistant

Staff Development Activies

TRAINING PROJECT (FY1981-82)

Participants	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Saetta (19)	2	4	4		2	7	5	6		
Capone (19)	2	4	4		2	5	5	6		
Lehman (19)	1		1		2	3	3	3		
Javier (19)	1		2		2	3	3	3		
Lessem (19)	1		1							
Lefkowitz (19)	1		1		2		3	3		
Perez (19)	1		2		2	3	3	3		
Krinsky (19)	2	2	2		2	3	3	3		
MacCormack (19)	1		1		2	3	3	3		
Stroh (19)	1		1							
Gitterman (19)					2	3	3	3		
Valasquez (19)					2	3	3	3		
Total:	13	10	19		20	33	34	36		
Paraprofessional										
Solano	0	2	3			3	5	7		
Cordero	0	0	0			3	3	3		
Total:	0	2	3			6	8	10		

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800 East Gun Hill Road
Bronx, N.Y. 10467

John McCann, Principal

ESEA Title VII (CEOBS)

Dr. Vincent Saetta
Project Director
654-3430

Dom A. Capone, Bilingual
Career Education Specialist

Awilda Solano, Bilingual
Education Assistant

October 26, 1981

Teacher Training Workshop #1

AGENDA

I Welcome to our Bilingual Career Resource Center, teachers new to the program and former friends.....Dr. Saett
Mr. Capo

II The Bilingual Program at Evander' a present perspective & the future.....Dr. Saet
Mr. Capor

III The Title VII prospectus, a review of calendar & guide sheets prepared by Dr. Saetta, Coordinator.....Dr. Sae

IV Our present program, the JCB-O series and breakdown into career families.....Dr. Saet
Mr. Capo

A. The development of the Individual Student Career Profile (ISC

B. A presentation of materials and methodology

C. The Career Education Lesson Plan format.....Dr. Sa
Spanish translation and application.....Mr. Capor

V Questions, Discussion and Interaction among staff.....All Partic
pants

Thank you.

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11/30/81

AGENDA

Teacher Training Workshop #2

week of 11/30-12/4/81

1. Review of Career Lessons thus far (including presentation of Regents Publishing Co. series).....Mr. Capone

2. Development of the Individual Student Career Profile, a composite of inventory results on interest and aptitude batteries prepared and administered in Spanish and English.....Dr. Saetta
Mr. Capone

3. Follow-up lessons emphasizing the grouping of students according to interest areas.....Dr. Saetta
Mr. Capone

4. Bilingual Program/ESL update.....Dr. Saetta

5. Questions and Discussion relevant to program progress.....All Participants

Thank You.....

HAPPY HOLIDAY SEASON TO ALL!.....

cc: Dr. Saetta
Mr. Mc Cann
All Bilingual Program Teachers

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2/19/82

Teacher Training Workshop #1, February '82

AGENDA

1. Greetings and general introduction.....Mr. Capone
Dr. Saetta

2. Distribution and Explanation of Title VII Calendar and instructional materials prepared by Dr. Saetta.....Mr. Capone

3. Lesson plan format and curriculum for the Spring term.....Mr. Capone

4. Review of Career Education objectives and the current introduction to College for Bilinguals in the future.....Mr. Capone

5. Questions and Discussion re: the role of the Counselor and the Bilingual Classes.....Mr. Capone
Dr. Saetta

Thank you.

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A G E N D A

Teacher Training Session # 2

I.	Welcome to our ESEA Title VII Teacher Training Session	Dr. V. Saetta
II.	Analysis of the March 19th Bilingual Program subject class printouts, and student patterns of achievement and/or behavior problems	Open Discussion
III.	Instructional plan for Title VII career exploration activities during April and May	Mr. Capone
IV.	Special Training Project budget allowance for the development of courses of study	Dr. Saetta
V.	Publication of our Bilingual Program guidelines and course descriptions by Dr. Saetta and program teachers	Open Discussion
VI.	Course of Study model prepared by Dr. Saetta as a guideline for preparing Bilingual Program courses of study	Open Discussion

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Thank You!

Monday
March 29, 1982
2:15-5:15

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April 28, 1982

Teacher Training Workshop

Agenda

1. Review of Course of Study course descriptions ..... Dr. Saett...
   (Identification of specific skills for each course, and term areas of unit planning)

2. Model of Course of Study outline ..... Dr. Saetta
   (High School Office outline form)

3. Materials developed to date for each course by each Bilingual Program teacher ..... All Participants

4. Integration of existing department Course of Study (e.g., Global History 2, American History, Biology) into Bilingual Program courses..... Mr. Capone

5. Bilingual Program courses for which Courses of Study are .... Mr. Capone to be written:

Intensive English	ES16-26	ES36-46
Native Language Arts	LS16-26	LS36-46
Fundamentals of Math	MS16-26	MS36-46
Biology	BS16-26	BS36-46
Global History	HS16	HS36
American History	HS26	HS46
Language Skills (B)	ES11	ES21
Language Skills (I)	ES12	ES22
Language Skills (A)	ES13	ES23

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Note: With respect to item 4, specific units, pages, etc. are to be attached to the existing department courses of study outlines. These specific units and exercises should reflect work actually done in the textbooks used in the bilingual courses.

Thank you,

D. Capone

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May 27, 1982

Teacher-Training Workshop May Conference

AGENDA

1. Collection and review of course of study outlines.....Dr. Saetta
   Mr. Capone

2. Review of elements of course of study outlines,
   questions and discussion re: preparation, improvements for
   next semestre etc..... Dr. Saetta
   Mr. Capone
   all participants

3. Title VII Career Education and Bilingual Program outlook.....all participants

4. Farewell until September, . Happy Summer to all,
   Thank you for you cooperation.....

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1980-81

Special Meeting Participation by Title VII Staff

Date	Title VII Staff	Activity and Organization
October 7	Dr. Saetta	OBE - Role of Project Director
October 10	Dr. Saetta	OBE- Special Tax Levy Allotment and Testing
October 28	Dr. Saetta	Title I/PSEN Funding Requirements
October 22	Mr. Capone/Ms. Solano	OBE- Title VII Project Staff Orientation
October 23	Mr. Capone/ Ms. Solano	OBE- Bilingual Instructional Approaches
November 3	Dr. Saetta / Mr. Capone	ECHS- Guest Speakers on Bilingual Education
November 9	Mr. Capone	OBE- Career Education for Handicapped Students
November 18	Mr. Capone	Board of Ed., Main Hall- National Career Workshc
November 18	Mr. Capone	Local Colleges- Written Communication
December 1	Mr. Capone and Parents	Impact Institute- Parent Involvement Workshop
December 10	Mr. Capone and Students	Columbia University, Math Careers
December 8	Dr. Saetta	Title I/PSEN Crest Testing Requirements
December 17	Dr. Saetta and ESL Staff	Title I/PSEN ESL Training Session
January 6	Mr. Capone	ECHS- Special Education Career Skills Program
January 10	Dr. Saetta/Mr. Capone	District 8- Bilingual Materials and Instruction
January 20	Mr. Capone	ECHS- College Continum Project Orientation
January 29	Mr. Capone	Articulation Counselor- IS 144
February 18	Mr. Capone	Bronx Uperintendent Office- Guidance Meeting
February 23	Mr. Capone	Open Doors- Career Education guest speaker at EC
February 24	Mr. Capone	ASPIRA- Career Education guest speaker at ECHS
March 9	Dr. Saetta/Mr. Capone Ms.Colano	State Education Department-Preliminary Hispanic Parent's Conference (World Trade Center)
March 13	Dr. Saetta/Mr. Capone	District 2- Chinese Children's Festival
March 30	Mr. Capone	ECHS- Career Day Planning Committee
April 2	Mr. Capone	ECHS- Guest spea ker at Social Studies Law Class
April 6	Mr. Capone	United Nations Delegate Lounge-Guest Speaker

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*

1980-81

Date	Title VII Staff	Activity and Organization
April 29	Dr. Saetta	Board of Education, High School Projects CD/LAU
April 21	Dr. Saetta	OBE- Career Education for the LEP student
April 29	Mr. Capone	CUNY CASE Institute- Career Conference
June 18	Mr. Capone	Columbia-Esca Alliance of Italian Teachers
October 24	Mr. Capone and Students	Articulation Counselor- IS 144
February23	Mr. Capone and Students	Articulation Counselor- 45X
April 27	Dr. Saetta/Mr. Capone and Students	Articulation Counselor- IS142

*

1981-82

Date	Title VII Staff	Activity and Organization
October 16	Dr. Saetta	Title I/PSEN ESL CREST Testing Requirements
October 27	Mr. Capone	National Council of Bilingual Education
November 6	Mr. Capone/Ms. Solano	LIU- Third Annual Hispanic Parent's Conference
November 19	Mr. Capone and Students	American Museum of Natural History- "El Jibaro"
November 18	Dr. Saetta	Title I/PSEN ESL CREST Testing Requirements
November 24	Dr. Saetta/Mr. Capone	Bronx Superintendent Office- Chapter 53 Testing
January 27	Mr. Capone	Budiness Education Career Day- Guest Speaker
March 3	Mr. Capone/Ms. Solano	Preliminary Planning for Hispanic Parent Confere
March 12	Mr. Capone/Ms. Solano	Preliminary Planning for Hispanic Parent Confere
November 11	Mr. Capone	Articulation Counselor- IS 144
December 1	Mr. Capone	Articulation Counselor- ECHS all Feeder Schools
March 23	Mr. Capone	Articulation Counselor-143, 142, 113, 135

*Agendas and minutes and other materials are located in Title VII Project files.

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12/17/81

To: Assistant Principals, Administration
Re: In-Service Educational Opportunity at Evander Childs H.S., Spring Term '81.

Kindly note and inform your teachers and paraprofessionals that an in-service course entiltled Bilingual-Bilcultural Education in the High Schools will be given next term at Evander Childs H.S. The course is for "D" credit and will satisfy both promotional and increment requirements.

The proceedings will commence on the afternoon of February 4, 1981 at 3:15 P.M. for approximately 1 and 1/2 hours in length, for consecutive Thursdays through May.

For those interested in signing up, please contact Mr. D.A. Capone, Instructor at the above address or telephone number.

Thank you for your time, interest and concern on benalf of the professional education of Board of Education Staff members.

Very Truly Yours,
Dom A. Capone

John Mc Cann

Approved, Mr. John Mc Cann, Principal

cc: Principals of Columbus, Truman and Roosevelt and Dodge High Schools.

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